

Which profile or profiles were most applicable to your identified gifted student?

Type I because she is successful in Literacy and does try to conform to the school system.

Type II because her behaviour can be challenging – she needs to be more tactful and get on with her peers. She can on occasion challenge the teacher.

Type V because her mathematical ability is very low and this affects her self-esteem.

How do the Betts and Neihart profiles help you understand your identified gifted student?

It helped me understand better her feelings, attitudes and behaviours. I can not simply address her academic needs. I also need to understand that her behaviours are art of her giftedness and she needs support in these areas also.

How have the Betts and Neihart profiles raised your awareness about the nature of gifted students?

Initially I thought the student would fit in more with Type I and type V behaviours. Then I realized that focusing on type II helped me to pinpoint reasons for why she can be irritating, tactless and questioning of classroom practices. She isn't simply one type.

How can the Betts and Neihart profiles be used as part of an identification process?

The profiles help the identification process because they make it clear that there isn't just one group of G&T. The profiles differentiate behaviours and needs so it is possible to focus not just on academic excellence and school success but also on how the children feel, the attitudes the children display and the way that they are perceived by others.

How can the Betts and Neihart profiles be used to develop appropriate education goals for gifted students?

We are educating the whole child and the profiles clearly state the school and home support needed to make appropriate provision for each GandT group. Each of the support areas can then be specifically tailored to the needs of that GandT child.